

# Curriculum reform consultation

30 April – 24 July 2009

## Primary curriculum review questionnaire

**Thank you for your participation.**

When you have completed this survey, please email it to [info@qca.org.uk](mailto:info@qca.org.uk), or post to:  
**Simon Watmough, Ipsos MORI House, 79-81 Borough Road, London, SE1 1FY.**

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families



## Thank you for your interest in participating in the curriculum reform consultation.

We will now ask you for some contact information and personal data (ethnicity, disability, belief etc) to meet our legal requirement to monitor equalities.

We may use the information collected here to contact you:

- with further questions about the consultation
- if we need to clarify your responses
- to tell you about the findings of the consultation
- about similar consultation exercises in the future, and
- to give you information about other QCA activities such as conferences.

We will also use this information to check that the consultation is representative.

**This information will be kept strictly confidential.** The analysis of responses will be carried out by an external organisation. This organisation must comply with the Data Protection Act in its handling of personal data and will only process personal data on instructions from QCA.

QCA is managing this consultation, on behalf of the Department for Children, Schools and Families

### Your name and contact details:

First name: Chris	Last name: Street
Email address: crabsallover@btinternet.com	
Postal address: 7 Tucks Close, Bransgore, Dorset	
Postcode: BH238ND	
Phone no: Daytime 01425 483306	
Phone no: Mobile	

### Who you represent:

**In which capacity are you responding to this consultation?** Please tick one box only:

Learner	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Parent	<input type="checkbox"/>	Local authority representative	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Headteacher	<input type="checkbox"/>	Member of the wider education community	<input type="checkbox"/>
Member of the wider school workforce	<input type="checkbox"/>		<input type="checkbox"/>
Other: committee member of Humanists4Science group <a href="http://www.Humanists4Science.org.uk">www.Humanists4Science.org.uk</a>			<input checked="" type="checkbox"/>

**If you are a teacher or headteacher, governor or member of the wider school workforce, what is the name and postcode of your school?**

School	Postcode
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**If you are a local authority representative, what is the name of your local authority?**

Local Authority	
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**Are you responding to this consultation as an individual or as an organisation?** Please tick one box only:

As an individual	<input type="checkbox"/>	As an organisation	<input checked="" type="checkbox"/>	If an organisation, approximately how many people are in the organisation?	80
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**If you are responding on behalf of an organisation, what is the name of your organisation?**

Humanists4Science.org.uk
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**Equality monitoring:**

**What is your gender?** Please tick one box only:

Female	<input type="checkbox"/>	Male	<input checked="" type="checkbox"/>	Prefer not to say	
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**What is your ethnic origin?** Please tick one box only:

White		Asian/Asian British	
White British	<input checked="" type="checkbox"/>	Indian	
White Irish	<input type="checkbox"/>	Pakistani	
Any other White background, write in		Bangladeshi	
		Chinese	
		Any other Asian background, write in	
Mixed/multiple ethnic groups			
White and Black Caribbean	<input type="checkbox"/>		
White and Black African	<input type="checkbox"/>	Black/Black British	
White and Asian	<input type="checkbox"/>	African	
Any other Mixed background, write in		Caribbean	
		Any other Black background, write in	
Prefer not to say	<input type="checkbox"/>		
		Other ethnic group	
		Any other ethnic group, write in	

**Do you have a disability or longstanding illness?** Please tick one box only:

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Prefer not to say	
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**What is your religion?** Please tick one box only:

No religion	<input checked="" type="checkbox"/>		
Christian (including Church of England, Catholic, Protestant and all other Christian denominations)			
Buddhist			
Hindu			
Jewish			
Muslim			
Sikh			
Any other religion		Write in	

Prefer not to say	
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**What is your sexual orientation?** Please tick one box only:

Bisexual		Lesbian/Gay woman	
Homosexual/Gay man		Heterosexual/straight	<input checked="" type="checkbox"/>

Prefer not to say	
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# Proposals to change the primary curriculum

This consultation offers all those involved in education, including teachers, governors, parents, employers and young people the opportunity to comment on the proposed primary curriculum. The feedback you provide will be used by the government to inform final decisions about the primary curriculum.

Before starting the questionnaire you may find it useful to read the report of the independent review of the primary curriculum by Sir Jim Rose, the Secretary of State's response and the proposed primary curriculum. These documents are available at [www.qca.org.uk/curriculumconsultation](http://www.qca.org.uk/curriculumconsultation), or can be obtained by calling the QCA Enquiry line on 020 7509 5556 or by emailing [info@qca.org.uk](mailto:info@qca.org.uk).

This survey is approximately 30 questions long, across five sections, but could be considerably longer depending on the options you select. It could take more than 30 minutes to complete, depending on how detailed your responses are.

When considering your response to each question please try and think about all learners including those with special educational needs, disabled learners, the gifted and talented, children from minority ethnic groups and those with English as an additional language.

If you have any queries about this consultation, or the questionnaire, please email [info@qca.org.uk](mailto:info@qca.org.uk) or call QCA's Enquiry line on 020 7509 5556.

Your personal information, and the data collected in this survey will be treated in the strictest confidence.

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## Section 1: How the curriculum is organised

The proposed curriculum is organised into three parts:

1. Curriculum aims
2. Six areas of learning
3. Essentials for learning and life

The following questions ask you about the contribution of each of these parts to the proposed curriculum:

### The proposed curriculum aims provide an appropriate foundation for primary education

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

### The proposed areas of learning help teachers to plan meaningful learning experiences

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

### The proposed areas of learning will help children make useful links between related subjects

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

**The proposals to integrate information and communication technology (ICT) through the curriculum will help children use technology to enhance their learning**

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	<input checked="" type="checkbox"/>
Strongly disagree	
Not sure	

**The proposed essentials for learning and life provide schools with a helpful framework for the skills that all children should develop**

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	<input checked="" type="checkbox"/>
Strongly disagree	
Not sure	

**Overall, the proposed curriculum is less prescriptive than the existing curriculum**

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

**Overall, the proposed curriculum will give schools more flexibility to adapt the curriculum to the needs of their children**

Please tick one box only:

Strongly agree	
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	
Strongly disagree	
Not sure	

**If you would like, please give reasons for your responses given above**

(please limit your answer to around 200 words)

## Section 2: Essentials for learning and life

The essentials for learning and life, as defined in the proposed curriculum, are the key skills, attitudes and attributes that children need to develop to support their learning, personal relationships and individual development.

The essentials for learning and life are in two parts:

- literacy and numeracy and ICT capability
- learning and thinking skills, personal and emotional skills and social skills

The following questions ask about the contribution of each of these parts to the proposed curriculum:

### Literacy and numeracy should be part of the essentials for learning and life

Please tick one box only:

Strongly agree	<input checked="" type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

### Placing literacy and numeracy in the essentials for learning and life offers teachers a helpful way of incorporating these skills across the entire curriculum

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

### Literacy and numeracy as set out in the proposed primary curriculum provides the necessary knowledge and skills that children need to develop in this area

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input checked="" type="checkbox"/>

## ICT should be part of the essentials for learning and life

Please tick one box only:

Strongly agree	<input checked="" type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

## Placing ICT in the essentials for learning and life offers teachers a helpful way of incorporating ICT across the entire curriculum

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

## ICT as set out in the proposed primary curriculum provides the necessary knowledge and skills that children need to develop

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input checked="" type="checkbox"/>

## ICT is clearly expressed across the curriculum

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input checked="" type="checkbox"/>

**Learning and thinking skills, personal and emotional skills and social skills should be part of the essentials for learning and life**

Please tick one box only:

Strongly agree	<input checked="" type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

**Placing the learning and thinking skills, personal and emotional skills and social skills in the essentials for learning and life offers teachers a helpful way of incorporating these skills across the entire curriculum**

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input checked="" type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input type="checkbox"/>

**Learning and thinking skills, personal and emotional skills and social skills as set out in the proposed primary curriculum provide the necessary knowledge and skills that children need to develop**

Please tick one box only:

Strongly agree	<input type="checkbox"/>
Tend to agree	<input type="checkbox"/>
Tend to disagree	<input type="checkbox"/>
Strongly disagree	<input type="checkbox"/>
Not sure	<input checked="" type="checkbox"/>

**If you would like, please give reasons for your responses given above**

(please limit your answer to around 200 words)

### Section 3: Areas of learning

(You may choose one, more than one or none at all – if none, move to section 4.)

Understanding the arts	
Historical, geographical and social understanding	
Mathematical understanding	
Understanding English, communication and languages	
Scientific and technological understanding	<input checked="" type="checkbox"/>
Understanding physical development, health and wellbeing	
Religious education (non-statutory)	
None	

One of the key proposals for the primary curriculum is that the curriculum should move from a subject-based design to areas of learning.

Please read the area of learning on which you wish to comment and answer the questions below. Each question refers to a different section of the area of learning.

#### **Why is this area of learning important captures the significance of this area for children's education**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding				<input checked="" type="checkbox"/>	
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

**Essential knowledge captures the big ideas of what it is children need to learn at primary school**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding (pg				<input checked="" type="checkbox"/>	
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

**Key skills are the important skills that children need to develop in this area of learning in order to progress at primary school**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding				<input checked="" type="checkbox"/>	
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

**Breadth of learning covers a sufficient range of content and experiences**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding				<input checked="" type="checkbox"/>	
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

### The three curriculum stages (early, middle and later) help teachers plan for progression

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding			<input checked="" type="checkbox"/>		
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

### Cross-curricular studies makes useful links to other areas of learning and the essentials for learning and life framework

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding		<input checked="" type="checkbox"/>			
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

### The explanatory text is helpful in improving understanding of this area of learning

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding				<input checked="" type="checkbox"/>	
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					



## There is sufficient reference to ICT in this area of learning

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Not sure
Understanding the arts					
Historical, geographical and social understanding					
Mathematical understanding					
Understanding English, communication and languages					
Scientific and technological understanding		<input checked="" type="checkbox"/>			
Understanding physical development, health and wellbeing					
Religious education (non-statutory)					

## If you would like, please give reasons for your responses given above

### Re: Scientific and technological understanding

#### Why is this area of learning important?

The scientific method explains how scientists can arrive at scientific facts and theories. Humanists4Science suggest that the term '**scientific method**' should summarise these skills. Maybe in this context:-

Change from:

They develop valuable skills, such as generating and testing ideas, gathering and making sense of evidence, developing possible solutions, and evaluating processes and outcomes. They learn to distinguish evidence from opinion and communicate their findings in a variety of ways.

To:

They develop valuable skills in applying **scientific method**, that is generating and testing ideas, gathering and making sense of evidence, developing possible solutions, and evaluating processes and outcomes. They learn to distinguish evidence from opinion and communicate their findings in a variety of ways.

#### Essential knowledge

This section should make direct reference to the value of science as a way of finding out true facts. Humanists4Science recommend the addition (at part e) of :-

**'how the scientific method enables us to learn truths about reality'**

#### Key skills

We understand that these skills, taken together, make up the scientific method. Humanists4Science recommend that the **scientific method** is made explicit by modifying the statement from 'These are the skills that children need to learn to make progress', to:

**'These are the scientific method skills that children need to learn to make progress:'**

#### Curriculum Progression

Humanists4Science welcome the inclusion at 'L5. to explore and explain how significant innovations and inventions(38) have come about and how they have changed the way people live'

and the corresponding

Explanatory text: 38. This includes exploring the contributions of historically significant scientists, technologists and engineers.

Humanists4Science consider these paragraphs are insufficient guidance to teachers and we argue that the Science, Life and living section should include specific references to 'how organisms are adapted to their environments and how variation can lead to evolutionary changes.'

Charles Darwins' theory of Evolution by Natural Selection is the single most important idea underlying the life sciences.

Under 'Science - life and living things', at the later stage of curriculum progression, children should understand that, over time, organisms have evolved.

Humanists4Science note the current [Key Stage 4](#) curriculum (pg 224) states:

Breadth of study

Organisms and health

In their study of science, the following should be covered:

- a organisms are interdependent and adapted to their environments
- b variation within species can lead to evolutionary changes and similarities and differences between species can be measured and classified

Humanists4Science recommend that part of the Key Stage 4 curriculum be included in the later stages of the Primary Curriculum viz.

**'to apply knowledge and understanding to describe how organisms are adapted to their environments and how variation can lead to evolutionary changes'**

Humanists4Science recommend that this change is included, maybe in this context:

## Science – life and living things

**Lxx to apply knowledge and understanding to describe how organisms are adapted to their environments and how variation can lead to evolutionary changes.**

L14. to apply knowledge and understanding to describe and explain the structure and function of key human body systems including reproduction

L15. to investigate the structure, function, life cycle and growth of flowering plants and explain how these are linked

L16. to investigate, identify and explain the benefits of micro-organisms and the harm they can cause

## Cross-curricular studies

Humanists4Science welcome the example of the study of Evolution and Darwin (page 48) included in the report viz:-

'Schools that chose the 200th anniversary of Darwin's birth to launch a study of this famous Victorian and his lasting contribution to science included learning about the journeys of the Beagle, mapping the route to the Galapagos Islands and the climate and conditions revealed through the voyage which furnished Darwin with a wealth of evidence for his theory of evolution.'

## Conclusion

Humanists4Science consider that Evolution & Scientific Method be specifically mentioned in the Primary Curriculum.

## Section 4: Languages

### Schools should be free to choose the languages they wish to teach at key stage 2

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

### Schools should, when possible, teach languages at key stage 2 that children will learn at key stage 3

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

### Schools should teach one or two languages in depth

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

### The language expectations in the area of learning entitled *Understanding English, communication and languages* are appropriate

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

**If you would like, please give reasons for your responses given above**

(please limit your answer to around 200 words)

## Section 5: Learners' needs and transition

### The proposed curriculum will enable schools to meet the needs of all learners

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

### The proposed curriculum will improve transition from the early years foundation stage

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

### The proposed curriculum will improve transition into the secondary phase

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

### The proposed curriculum will improve progression within the primary phase

Please tick one box only:

Strongly agree	
Tend to agree	
Tend to disagree	
Strongly disagree	
Not sure	<input checked="" type="checkbox"/>

**If you would like, please give reasons for your responses given above**

(please limit your answer to around 200 words)

**Thank you for your participation.**

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